



## PERSON SPECIFICATION

<b>Post title:</b>	Specialist Intervention and Progress Teacher – Mathematics
<b>Academy:</b>	Academy 360
<b>Reporting to:</b>	Subject Leader of English
<b>Salary/pay range:</b>	MPS/UPS
<b>Hours of work:</b>	Full time

The successful candidate will meet the criteria detailed within this person specification. The listed criteria will form the basis of the selection process. Applicants should address all elements of the person specification, indicating experience and where appropriate, citing supporting examples within their application.

Qualifications & Training	Essential	Desirable	How Identified
Qualified Teacher Status (QTS)	X		Application
A degree qualification in the relevant subject/field	X		
Evidence of continuing professional development	X		
Personal Attributes	Essential	Desirable	How Identified
Are highly <b>ambitious</b> for self and organisational growth	X		Application Interview Task
Are <b>brave</b> in leadership decision making, being innovative and forging new paths	X		
Are <b>curious</b> to identify solutions based on rigorous evidence and research	X		
Are <b>determined</b> to overcome obstacles and resilient in the face of challenge	X		
Are open minded to bringing about <b>extraordinary</b> change which may challenge the norm	X		
Are <b>fast</b> and nimble to address emerging needs and underperformance	X		
Are <b>good</b> , moral, truthful and treat others with respect	X		
Knowledge & Experience	Essential	Desirable	How Identified
Experience of quality teaching and learning within a school setting	X		Application Interview Task
Strong subject knowledge of Mathematics, including GCSE requirements.	X		
Excellent subject knowledge and current curriculum developments	X		

Experience of proactive parental engagement to foster pupil success	X		
Experience of preparing students for examinations and of raising student attainment and progress	X		
Demonstrated ability to improve numeracy outcomes, particularly for low attaining pupils.	X		
Experience of planning and delivering small group and targeted intervention.	X		
Secure understanding of strategies to support mathematical development.	X		
Experience working with pupils requiring numeracy catch up and exam intervention.		X	
Knowledge of evidence based intervention approaches.		X	
Experience of tracking and evaluating pupil progress using data.		X	
Experience of supporting pupils with SEND.		X	
<b>Skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>How Identified</b>
Excellent communication and relationship building skills.	X		
Creative and innovative approach to teaching and learning, with enthusiasm and passion	X		<b>Application Interview Task</b>
Effective classroom management skills	X		
Ability to work collaboratively with colleagues, students and parents	X		
Strong organisational and time management abilities, with the capacity to handle multiple priorities	X		
Enthusiastic, flexible and proactive approach	X		
<b>Equal Opportunities</b>	<b>Essential</b>	<b>Desirable</b>	<b>How Identified</b>
Demonstrate an acceptance of, and a commitment to, the principles of the Trust's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	X		<b>Application Interview Task</b>
Committed to equal opportunities policies relating to gender, race and disability in an educational context	X		
<b>Safeguarding</b>	<b>Essential</b>	<b>Desirable</b>	<b>How Identified</b>
Committed to the protection and safeguarding of children and young people	X		<b>Application Interview Task</b>
Demonstrate up to date knowledge of relevant legislation and guidance in relation to working with young people	X		